Promoting SMSC and British Values in Art lessons

	Social	Moral	Spiritual	Cultural	British Values
All year groups	In all year groups students are encouraged to: · work in cooperation with others to create art · discuss ideas; share thoughts and provide constructive advice · consider the impact of art and design on society through investigation · celebrate student work, showcased through exhibitions and school newsletter.	In all year groups students are encouraged to: · discuss their own ideas and the work of others, especially when developing student understanding and opinions about issue-based work · investigate why and how work is made and how messages and issues are discussed or challenged visually, particularly in contemporary art · conduct themselves appropriately within an art room. · consider how artists have viewed themselves as a part of the human condition through exploration of their working practices.	In all year groups students are encouraged to: · explore creativity and imagination visually through art techniques, building subject knowledge and confidence within Art and Design · embrace creativity through independent thinking, experimenting, risk taking and exploring media and ideas · develop personal artwork that has purpose and meaning, providing a sense of worth, satisfaction and pride · value the world of others and to place themselves in a context with a sense of self identity and worth.	In all year groups students are encouraged to: · explore a range of contextual influences, covering a variety of cultures, beliefs and religions and appreciate that all cultures have expression, purpose and artistic worth · develop cultural knowledge of artists, crafts people and designers from the past and contemporary, reflecting on the cultural context in which the work has been produced · develop knowledge and understanding of artist concepts, understanding and identifying how meanings are conveyed · develop an understanding of the way art is appreciated nationally and internationally.	In all year groups students are encourage to: · demonstrate Mutual Respect through the reviewing of each other's work · consider the views of others · follow Health and Safety guidelines within a practical subject for the benefit of all and to understand the consequences if rules are not followed · experience and talk about art and design work from different cultures and religious beliefs

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Year 7 Hunderwasser's Houses	· Social representation through discovery of architecture e.g. the Barbican, social housing. · The world outside your window: Hundertwasser's Window Theory. · The use of architecture and places to develop environment, community and belief systems.	· Hundertwasser's campaigns for the environment and recycling (supported by the ELP) · The problems that ethnic communities face from invasive outside influences.	· Using the Coopers Mansion House to explore Hundertwasser's style and create a personal response to own environment	· Developing local awareness, creating responses to areas around the school (e.g. Chislehurst, Nugent Shopping Centre etc.)	· Designing of multicultural spaces for society and the requirements for this to meet British Values (Green Citadel) · Discussion of international architectural styles linked to the architecture and society of Britain · Own houses and impact of the architecture on personal lives
Year 8 Art, religion, and mental health	· Creation of patterned artwork in response to Yayoi Kusama's upbringing in a society where women do not traditionally become artists · Discussion of the stigma related to mental health issues for both Kusama and Vincent van Gogh	· Discussion and creation of artwork linked to emotional wellbeing and accepting the expressing of emotion by others through artwork · Use of art as a form of therapy	· Exploration of Vincent van Gogh's strong religious upbringing and how this influenced his work · Discussion of Vincent van Gogh's belief that art better represented spirituality than religion · Creative writing tasks exploring empathy and relation to surroundings	· Exploration of the current context in which both artists produced their artwork · Exploring the stigma of mental health and challenging it through art and art therapy	· Students are actively encouraged to make independent choices that explore their own beliefs and emotions and how this is incorporated and perceived within the community
Year 9 Constructed Landscapes	· Exploration through drawing and collage of the landscape nationally and internationally · Workshop based tasks that encourage group collaboration · Introduction to constructively critiquing GCSE artwork	· Exploration of artists and their approaches and use of the landscape both holistically and physically	· Creation of own artwork inspired by the landscape (rural, urban, social etc.)	· Diverse range of artists that look at the landscape both literally and holistically, and the artwork produced by them as a result of their own cultures and environments e.g. Anthony Gormley, Dafna, Talmor, Andy Goldsworthy, Derek Lerner.	· Encourage students to accept responsibility for their behaviour within the environment · enable students to acquire a broad general knowledge of different cultural approaches to their surroundings

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Year 10 Deconstruct / Reconstruct	· Looking at how art changes our perceptions of the world. The deconstruction and reconstruction of words, imagery and objects and their social meanings and implications.	· Aesthetically we challenge students to deconstruct what would be considered traditional and re-appropriate for a modern audience · Alongside practical outcomes the SoL forces students to question what art is	· Using creativity to create personalised outcomes relating to the deconstruction and reconstruction of imagery · Considering the meaning behind artist outcomes and applying similar techniques to suit own beliefs and concepts	· The cultural meaning of objects, explored through artists in the Cubism movement and techniques such as those used by Patrick Caulfield and Tony Cragg	· The value of an object in British society – what do we value most? · How can we use words, images and objects to create social, political and moral cohesion and how do British art galleries approach this?
Year 11	· Exploration of artworks and outcomes inspired by objects and architecture as a means of conveying war and the absence/presence of humans – Van Gogh's chair paintings, Ai Weiwei's political sculptures, Doris Salcedo's public installations are used to demonstrate how art can illustrate a meaning for public viewing	· Exploring the themes pertaining to the artists listed, students research the moral implications of the presence/absence of humans and how that impacts on architecture · The morals behind buildings – social housing, The Barbican, famous landmarks, morality of buildings and structures	· Communicating ideas and meanings in the context of architecture and structures, learning about oneself, others and the surrounding world within society	· Exploration and understanding of cultural aspect of buildings and their historical and contemporary context.	· Enable students to develop their self-knowledge, self-esteem and self-confidence through personalised and individual projects that allow them to reflect on who they are, within the context of architecture (as a holistic structure) and the world around them

Year 12 / 13	During KS5 group critiques students must discuss their ideas; share thoughts and provide constructive advice within group discussions as a way for students to improve their own work and move forward with their ideas. At KS5 students often explore issue-based artists and explore concepts behind artwork. Their work is used as a tool to convey messages and to explore moral or ethical issues. The SoL is fully reactive to current social, political and cultural affairs, and caters to individual student interests and needs as a means of exploring identity. Examples of artists and themes explored include: · Alfredo Jaar - installation artist, often incorporating photography and covering socio-political issues and war · Ai Weiwei – sculptural installation art that draws attention to human rights violations and explores forms of social engagement · Judy Chicago - feminist artist, art educator, and writer known for her large collaborative art installation pieces about birth and creation · Francesca Woodman – black and white photographs depicting an underlying sense of human fragility · Cindy Sherman – key themes of duality, contemporary identity, and exploration of who we are as humans in society today · Danny Treacy – self-portraiture and sculptures exploring gender, race, identity, and concealment · Andy Goldsworthy - site-specific installations involving natural materials and the passage of time · Anthony Gormley - sculptures, installations and public artworks that investigate the relationship of the human body to space · Gillian Wearing - conceptually driven photographs and videos investigate power dynamics and voyeurism in everyday life · Marina Abramović - pioneer of performance art, testing the limits of physical and mental endurance · Nan Goldin - known for her deeply personal and candid portraiture documenting herself and those closest to her, especially in the LGBTQ community · Cornelia Parker - conceptual installation sculptures exploring the fragility of existence and the transformation of matter · Grayson Perry - known for ceramic vases, tapestries and cross-dressing, as well as his observations of the contemporary arts scene, and for dissecting British "prejudices, fashions and foibles" · Yinka Shonibare - painting, sculpture, photography, film and installation, Shonibare's work examines race, class and the construction of cultural identity · Bob and Roberta Smith - politically inflected art that explores language and its ability to manipulate and inspire · Chiharu Shiota – performance and installation pieces that explore memory and human relationships using objects